**READING COMPREHENSION IV**

**Note: March 20th, 2014**

**READING FOR INFORMATION**

One of reading activities is to look for specific information that is covered by two main points (Bazerman, 1985: 65). They are:

1. Look for the main idea; and
2. Learn facts and details.

Facts and details provide a complete picture, examples, proof of certain points, and relations between ideas. The question is, “how do facts and details contribute to better understanding? It is assumed that there are two things to do, those are, (1) find and remember important facts, and (2) separate major facts and details from minor facts and details (Bazerman, 1985).

Fact-finding. To find and remember important facts, Bazerman (1985: 66) mentions nine ways,

1. Determine what information is looked for and know the reason why reading is conducted;
2. Find a main idea to reveal the facts supporting it;
3. Know that all facts and details are not equal in importance. Look only for the facts that relate to the main idea;
4. Look for information in groups or units;
5. Look for the pattern of organization, the way facts organize;
6. Learn to keep an author’s opinions apart from the facts offered in the writing;
7. Learn the meaning behind the statements, the reason why information is given and why that is presented;
8. Learn who, when, where, what, and why to have specific information; and
9. Predict what kind of information that might be asked from the statements given.

**Practice**

**Boys, 15, Accused of Driving Subway**

(taken from Bazerman, 1985)

New York (AP) – A 15-year-old Queens boy was arrested yesterday on charges of operating an unattended subway train with passengers aboard on a run from Pennsylvania Station to the World Trade Center.

The train’s motorman, who allegedly abondaned the train, was arrested on charges of reckless endangerment, endangering the welfare of a minor and endagering property.

A small but undetermined number of passengers rode the train unaware that the youth allegedly had taken control of it at 34th Street and was running the train as it stopped at seven stations along the route to the end of the line in lower Manhattan. It wasn’t clear if a conductor was aboard and if the conductor was aware of the motorman’s absence. The train’s motorman, Carl Scholak, 46, was arrested at the E line 179th Street station in Queens as he left another train on which he was a passenger.

Scholak told authorities that he had left his train at the 34th Street station because he was feeling ill, according to MTA officials. But there was no indication that he had closed the doors or stopped the train or notified any other transit workers before leaving.

Transit officials did not know how the boy could get possession of the hand control and reverser, which a motorman is required to remove and carry upon leaving a cab. Also, the motorman is supposed to lock the cab door and keep the key.

Metropolitan Transit Authority officials were stunned at the discovery, and the authority’s president, John D. Simpson, ordered an immediate investigation. It was not known if the welfare of a minor endagerment charges meant that the motorman was being accused of knowingly permitting a 15-year-old to drive the train.

The youth, who was not identified because of his age, was seized by transit police, who were alerted by a towerman who said that a startled passenger reported “a very young person” at the controls of the E-train on the Independent Subway’s Eighth Avenue Line.

Police said the youth was arrested shortly after midnight as he calmly walked toward the other end of the train at the World Trade Center with the apparent intention of taking it on a run back along its route.

He was held on a charge of juvenile delinquency and released in the custody of his parents pending disposition of the motorman’s case.

Authorities said that the parents previously had filed a petition to have the boy declared a person in need of supervision.

Scholak, a 15-year veteran with the MTA, was suspended from duty upon his arrest.

**Exercises -----------------------------------------------------------------------------------------------------------------**

Fact-finding: A review

1. What is the main idea?
2. What are two questions someone might ask about the selection?
3. Write down three of the most important facts.
4. At what paragraph does the writer start to give you less important facts about the incident?